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## CONSUMER TIME

## BIGGER AND BETTER SCHOOL LUNCHES

NETWORK: NBC

DATE: August 17, 1946

ORIGIN: WRC

TIME: 12:15-12:30 PM EDT

(Produced by the United States Department of Agriculture  
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TIME is restricted to network broadcast of the program....  
presented for more than thirteen years in the interest of  
consumers.)

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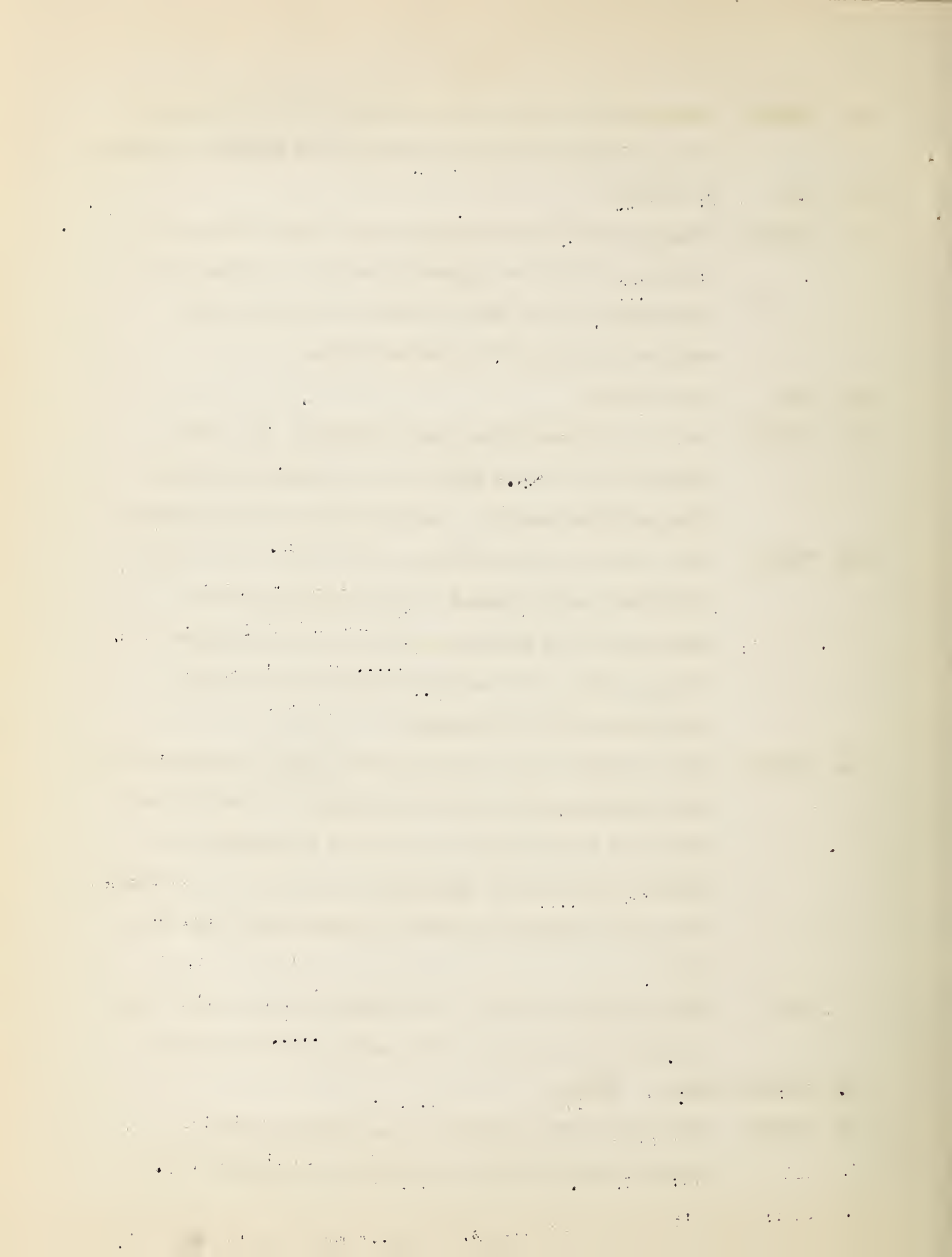
1. SOUND: CASH REGISTER RINGS TWICE...MONEY IN TILL
2. AnnCR: It's CONSUMER TIME!
3. SOUND: CASH REGISTER...CLOSE DRAWER
4. ANNCR: During the next fifteen minutes, the National Broadcasting Company and its affiliated independent stations make their facilities available for the presentation of CONSUMER TIME by the U. S. Department of Agriculture.
5. HOLLY: On June Fourth, 1946, the National School Lunch Act became Public Law 396.
6. MAN: It is hereby declared to be the policy of Congress, as a measure of national security, to safeguard the health and well-being of the Nation's children by assisting States in their school lunch program.....The Congress appropriates seventy-five million dollars for school lunches in 1947.
7. SOUND: VERY BRIEF PAUSE.
8. HOLLY: This is the story of school lunch.....
9. FREYMAN: The story of a contract between the United States of America.... and its children.
10. JOE: ( ABOUT TWELVE YEARS OLD, BRIGHT BUT NOT DISRESPECTFUL) Hey wait a minute, lady.



11. FREYMAN: Well! Hello. Who are you?
12. JOE: Joe's the name. I'm representing all the kids in this country. Now what's this about a contract.
13. FREYMAN: Well, Joe, does your school serve hot lunches while school is in session?
14. JOE: Sure it does,...lots of schools do.
15. HOLLY: The children like those lunches at school, don't they Joe?
16. JOE: Natch.
17. FREYMAN: Well, that's where the contract comes in. The National School Lunch Act is really a promise that every school can serve lunches if it wants to.
18. JOE: That sounds good. But just the same, us kids don't like contracts signed for us till we know what the whole score is.
19. FREYMAN: Then I think we'd better take up the terms of this contract one by one.
20. HOLLY: You know, Joe, I'm glad you dropped in today. There are some points about this school lunch business that I'd like cleared up too.
21. FREYMAN: That's 'cause Holly's just a big kid at heart himself, Joe.
22. JOE: Ooh.....(SING SONG) you popped a corny!
23. FREYMAN: That's part of the regular procedure around here, isn't it, Holly?
24. HOLLY: MMM no.....not with Johnny on vacation.
25. FREYMAN: (LAUGH) I think we'd better get back to the school lunch contract.
26. JOE: Okay....who's the party of the first part?
27. FREYMAN: The what?
28. JOE: The party of the first part...they always say that in contracts, don't they?



29. FREYMAN: Yes...I guess they do. Well, the party of the first part, in the school lunch contract, would be the American children.
30. JOE: My clients.
31. FREYMAN: Yes....and since your clients are the future citizens of America, we want them to grow up healthy and alert....and a good lunch helps. Now the party of the second part would be the people of the United States.
32. JOE: All of them?
33. FREYMAN: Yes all of them...represented by Congress. The actual contract is Public Law 396 of the seventy-ninth Congress which provides money for a permanent School Lunch Program.
34. HOLLY: Hate to butt in, Mrs. Freyman.....but what's so new about this School lunch program? I've heard that plenty of schools serve hot lunches....even some of our smallest country schools and they've had some of the cost paid back by the Federal Government.
35. FREYMAN: That's right. But now the law says we have a permanent school lunch program....not something that has to be passed every year. And to make good on its side of the contract, the people, represented by Congress, are going to spend seventy-five million dollars for school lunches.....for just this year.
36. JOE: Wow! 75 million dollars. That oughta keep me in ice cream cones for the rest of my life....even when I'm grown up.
37. FREYMAN, HOLLY: LAUGH.
38. HOLLY: Don't forget your clients, Joe.....remember you're representing the rest of the children around the country.





39. FREYMAN: Seventy-five million could buy a lot of desserts, Joe, but it will supply the main part of the meals too....the part that makes you grow. Besides ten million out of the seventy-five is earmarked for equipment for school lunch rooms....stoves and sinks and pots and pans and
40. JOE: ice boxes?
41. HOLLY: This boy's got a one track mind.
42. JOE: I'm just lookin' out for the interests of my clients.
43. HOLLY: Naturally.
44. JOE : And that makes me think of somethin' else. Are all us kids going to be legilible? How they going to split up seventy-five million smackerroos?
45. HOLLY: And who's going to see that it's done?
46. FREYMAN: Both good questions, gentlemen. I'm going to answer Holly's first though. The answer is the U. S. Department of Agriculture is responsible for carrying out the program. It will do it by allotting money to each State....according to the number of children between the ages of five and seventeen in that State and according to its income. So the poorer States will be protected.
47. JOE: I bet you mean just kids at the public schools.
48. FREYMAN: No.....I mean the children who go to non-profit private schools too.
49. HOLLY: Say, that's fine.
50. FREYMAN: And here's another part to it. The law says that for every dollar the Federal Government spends for school lunches, each State has to spend a dollar.



51. HOLLY: Then there will really be more than seventy-five million spent for school lunches this year.
52. FREYMAN: That's right.
53. JOE: I guess that makes every State the party of the third part.
54. FREYMAN: I guess it does....if we continue to think of the school lunch program as a contract between the people of the United States and the children. And there are many ways a State can keep its part of the contract.
55. HOLLY: You mean a State doesn't necessarily have to pass legislation to raise the money?
56. FREYMAN: No.....not necessarily . Sometimes people or groups or clubs donate some of the money....or they give a benefit to raise some money for school lunches.
57. JOE: Like a white elephant..
58. HOLLY: A which?
59. JOE: A white elephant sale...our P.T.A. gives one every year.
60. FREYMAN: That's like a rummage sale, Holly....a swell way to raise money for school lunch.. Another way a State can match the Federal funds is by putting a value on services donated to a school lunch.
61. JOE: How about by the money the kids pay for their lunches?'
62. FREYMAN: Well bless your heart....that's right. That money does help. Of course, some States may want to pass legislation to raise the money when 1951 rolls around. Because from 1951 to 1955 the law says the States must raise its contribution to one and a half dollars for every Federal dollar. And after 1955, the State must provide three dollars for one dollar from the Federal Government.



63. HOLLY: Well, Mrs. Freyman, this school lunch program sounds like a happy blend of Federal and State cooperation. Don't you think so, Joe?
64. JOE: (A LITTLE PUZZLED) Well....I don't know esactly....and 'course I'm not in a position to commit my clients, the kids of America. But if it means good eats at lunchtime, I'm for it.
65. HOLLY: Yes sir, I think the school lunch program is something the Nation can be proud of.
66. FREYMAN: It certainly can, Holly, but don't think we're doing any pioneering where school lunch is concerned.
67. HOLLY: Oh.....someone beat us to it?
68. FREYMAN: If you took a roll call of the countries that had school lunch legislation before we did, you'd find it (FADE) very interesting.
69. SOUND: BRIEF PAUSE.
70. HOLLY: Germany!
71. MAN: \* The first school lunch program on record was established in Munich . In 1790, a Count Runford established soup kitchens. that fed poor school children along with the unemployed.
72. HOLLY: France!
73. MAN: In 1882 Paris became the first city in the world to pass a law providing lunches for all its school children.
74. HOLLY: Holland!
75. MAN: In 1900 Holland passed a law to provide both food and clothing to children who were unable to go to school because they lacked these items.
76. HOLLY: Switzerland!

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77. MAN: The same law.....the same year....the same purpose.
78. HOLLY: England!
79. MAN: In 1906 Parliament passed the Provision for Meals Act which provided meals at cost to children....and free meals to children who could not pay. Since then, the school lunch program in England has been greatly expanded. Even before the last war, most of the meals were served free.
80. HOLLY: We'd better stop....I have a hunch many more countries have school lunch.
81. MAN: Yes indeed....it's very true....there's Scotland, Denmark, Finland too.
82. HOLLY: How about Austria? Belgium? Italy? Spain?
83. MAN: I'm glad to say you're right again.
84. HOLLY: Russia and Norway....did you say?
85. MAN: (VERY DELIBERATE) They all serve school lunch...every... day.
86. FREYMAN: And thus ends our roundelay....so back to school lunch in the U. S. A.
87. SOUND: PAUSE.
88. HOLLY: So the idea of school lunch isn't new? Mrs. Freyman?
89. JOE: We kids don't care who had school lunches before we did... as long as we have plenty of meat and potatoes and ice cream and stuff at lunch.
90. FREYMAN: Well, Joe I hope fruits and vegetables are included in that "stuff."
91. JOE: (OFF HAND) oh sure.
92. FREYMAN: ...





92. FREYMAN: Because you know everybody needs three square meals a day. And so lunch should be a well balanced meal.....plenty to eat of the right kind of foods. And incidentally there's another clause in the School Lunch Law that deals directly with food.
93. MAN: It is hereby declared to be the policy of Congress to safeguard the health and well being of the Nation's children... (EMPHASIZE) and to encourage the domestic consumption of nutritious agricultural commodities....by assisting States in their school lunch programs.
94. HOLLY: "to encourage the domestic consumption of nutritious agricultural commodities" ....hmm.... that's quite a phrase, Mrs. Freyman.
95. JOE: I don't get it either, Holly.
96. FARMER: That goes for me too, son.
97. FREYMAN: Well, more company! How do you do? I'm Mrs. Freyman.... and this is Holly Wright. We're on the CONSUMER TIME program. And this is Joe. He's representing the children of America.
98. FARMER: Pleased to make your acquaintance. The name is Brown.... Farmer Brown.
99. HOLLY: Are you representing the farmers?
100. FARMER: Well, young fella. I am a farmer. We farmers have an interest in this school lunch bill too...especially that part that says something about....agricultural commodities.



101. FREYMAN: I should say you do, Farmer Brown. And the farmers stake in a school lunch program goes right back to the depression. Those were the days when thousands of tons of food were going to waste because there was no market for them....and yet so many people were going hungry.
102. FARMER: Needn't remind me of that....recollect it well enough....I can remember my own son saying to me (FADE) one day.
103. SON: Ain't we going to pick those potatoes today, Pop,....like you said?
104. FARMER: (BITTER) No use pickin' them, son. So many potatoes on the market now....we couldn't even give 'em away.
105. SON: Golly. It ain't easy work planting potatoes.
106. FARMER: When you're right, you're right son. And knowing you're not going to get anything for your pains....don't make growing potatoes any easier.
107. SOUND: VERY BRIEF PAUSE.
108. SON: Pop?
109. FARMER: Hmnnnnnnnn?
110. SON: Why are there so many potatoes on the market now?
111. FARMER: People just don't have the money to buy them....same with other foods. This is a depression, son.
112. SON: Sure looks like we're going to have to eat plenty of potatoes in this family come winter.
113. FARMER: We got enough potatoes stored now for all winter....those still in the field can just stay there....(FADE) they can just sit there and rot.
114. SOUND: PAUSE.
115. FREYMAN: And during those troublesome days in the thirties they were saying in Washington (FADE) something about.....

The following table shows the results of the experiments conducted on the effect of temperature on the rate of reaction between hydrogen peroxide and potassium iodide. The reaction is catalyzed by the presence of a small amount of potassium iodide. The rate of reaction was measured by the volume of oxygen gas evolved in a given time.

Temperature (°C)	Volume of Oxygen (cm <sup>3</sup> )
10	1.5
20	2.5
30	4.0
40	6.5
50	10.0
60	15.0
70	22.0
80	32.0
90	45.0

The results show that the rate of reaction increases with increasing temperature. This is because the molecules have more kinetic energy and are therefore more likely to collide with sufficient energy to overcome the activation energy barrier. The rate of reaction is approximately doubled for every 10°C increase in temperature.

The following table shows the results of the experiments conducted on the effect of concentration on the rate of reaction between hydrogen peroxide and potassium iodide. The reaction is catalyzed by the presence of a small amount of potassium iodide. The rate of reaction was measured by the volume of oxygen gas evolved in a given time.

Concentration (M)	Volume of Oxygen (cm <sup>3</sup> )
0.1	1.5
0.2	2.5
0.3	4.0
0.4	6.5
0.5	10.0
0.6	15.0
0.7	22.0
0.8	32.0
0.9	45.0

The results show that the rate of reaction increases with increasing concentration. This is because there are more molecules present and therefore a higher probability of collision. The rate of reaction is approximately doubled for every 0.1 M increase in concentration.

116. MAN: I tell you something has got to be done....and done quick. Let's look at it as a problem of simple arithmetic. On one hand the farmers have more food than they can sell. On the other hand, people can't buy food because they haven't got the money. And it's the kids that get it worst. So let's put one and one together....kill two birds with one stone. Let the Government buy up the farmers' extra food... and give it to the schools free. So the kids can have at least one good meal a day....and the farmers will have a higher income.
117. FREYMAN: And that's just what the Government did. Carloads of potatoes...cabbage...snap beans...carrots....oh many more fruits and vegetables went to the schools free. Onions, beets, peaches, apples...
118. FARMER: Well, it looks to me, as if the school lunch program opens a whole new market for farm products.
119. FREYMAN: Right, Farmer Brown. School lunches are a wonderful use for food that otherwise might have to go into non-food uses. And oh the benefits for the children.
120. JOE: My clients, Farmer Brown.
121. FREYMAN: Yes Joe....your clients will be better students if they're well nourished. They'll be healthier and more alert. And they'll be more A's for conduct on those report cards.
122. JOE: That doesn't make sense. You said school lunch would make us kids healthier 'n happier....but a kid would havta be sick before he'd get an A in conduct.all the time. Unless he was a girl.

1872. The year was marked by a series of events that shaped the future of the nation.

The first of these was the election of Abraham Lincoln as President of the United States.

This was a significant event, as Lincoln was the first Republican to be elected President.

His victory was a triumph for the Union and a warning to the seceding states.

Lincoln's leadership during the Civil War was crucial to the preservation of the Union.

He was a man of great courage and vision, who stood up for the principles of liberty and justice.

His death in 1865 was a great loss to the nation, but his legacy lives on.

Today, we remember Lincoln as one of the greatest leaders in American history.

His words and actions continue to inspire us to this day.

Let us strive to live up to the ideals he stood for, and to the values he represented.

For it is only by standing for these values that we can truly build a better nation.

And it is only by standing for these values that we can truly honor the memory of Abraham Lincoln.

So let us remember him well, and let us strive to live up to his example.

For it is only by doing so that we can truly honor the legacy of this great man.

And it is only by doing so that we can truly build a better nation.

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And it is only by doing so that we can truly build a better nation.



123. FREYMAN: Well I'm just telling you what the teachers have said in the last few years....about how the children are better students since the school has been serving hot lunches.
124. JOE: (MUMBLES) Must be sissy schools.
125. HOLLY: Well, Mrs. Freyman, I can see how the kids benefit..... and I can see how the farmers could benefit from school lunch. But right now the demand for food is so much greater than the supply.....So.....
126. FARMER: So you'd better let me answer that, young fella. One of these days we're going to wake up and find the demand for farm products is just gone with the wind. And you know why?
127. HOLLY: Well.....I
128. FARMER: (QUICK INTERRUPTION) I'll tell you why. The Army and the Navy and all of them are cutting down.....They don't need as much food now as when they were fightin' the war. And when them famine struck countries get back on their feet... we won't be sending them so much food. So us farmers might find ourselves with more food than we can sell.....and much more than we care to eat. But if the Government buys it for school lunch.....everything'll turn out okay.
129. FREYMAN: I think that's a pretty good explanation, don't you Holly?
130. HOLLY: Sure is.
131. JOE: I think the farmers would be the party of the fourth part.
132. FARMER: The which, young man?
133. JOE: The party of the fourth part in the contract. That's what I'm doing here. I came to find out about the contract.





134. FREYMAN: Oh yes, Farmer Brown. We were comparing the National School Lunch Program to a contract.
135. HOLLY: Between the people of the United States and the children.
136. JOE: The party of the first part are all the American kids... and the party of the second part is the United States. Congress is acting for them.
137. HOLLY: And the terms of the contract provide school lunches for all the children.
138. FREYMAN: With each of our forty-eight States acting as the party of the third part....since they furnish an equal amount of the money.
139. JOE: And the farmers would be the party of the fourth part.
140. FARMER: I get it....Say you're a smart young 'un.
141. HOLLY: Well, Joe, do you approve of the contract?
142. JOE: Mmmmm...yes I guess I do.....especially the part about the ice cream.
143. FREYMAN: Well there aren't any definite provisions for ice cream but I guess all the parties concerned approve of the school lunch bill anyway. Incidentally you might like to know what President Truman thought of the bill. When he signed it, he said....
144. MAN: "In the long view, no nation is any healthier than its children or more prosperous than its farmers. And in the National School Lunch Act, the Congress has contributed immeasurably both to the welfare of our farmers and the health of our children."
145. FREYMAN: Many schools throughout the country will be opening next month. So the time to be thinking about a local school lunch program is now.



146. HOLLY: Well, Mrs. Freyman, how does a community go about cashing in on some of the seventy-five million dollars voted for the school lunch program?
147. FREYMAN: The school applies to the State Department of Education.... or any other State agency that the Governor may appoint to take its place.
148. HOLLY: Then the applications are handled by the States.
149. FREYMAN: That's right.....in most States the U. S. Department of Agriculture doesn't handle any of the applications. That has to be done by the State agency.
150. HOLLY: Well, what happens after the school's application is accepted?
151. FREYMAN: The schools sign an agreement with the State agency. They agree to meet certain requirements in operating their lunch program.
152. HOLLY: Like what for instance?
153. FREYMAN: Well, the lunch must be available to all the children in the school. And there musn't be any discrimination against the child who can't pay for his lunch. He's to eat right along with the rest of the students.
154. HOLLY: I see. But how do the schools get the money?
155. FREYMAN: Very simple. The school buys its food ....and then sends in a claim....and is reimbursed. But the school has to get approval first before it can buy equipment.
156. HOLLY: Well, Mrs. Freyman, it looks like the new school lunch legislation gives the "go" signal for better lunches for more children.



157. FREYMAN: It certainly does. And every child who eats a nutritious lunch at school this year will be a potentially healthier citizen in the years ahead.
158. HOLLY: Well, what's on CONSUMER TIME next Saturday, Mrs. Freyman?
159. FREYMAN: Exciting news. Next week, Johnny will be back...but I'll be in Los Angeles, California, for a special visit to the Los Angeles wholesale market. We're going to find out just what goes on in one of the country's biggest terminal markets. We'll also hear how market news is gathered and what part it plays in the daily life of consumers.
160. HOLLY: Say, that will be something. So be with us next Saturday at the same time when we switch from Washington to Los Angeles, for a special marketing edition of
161. SOUND: CASH REGISTER
162. HOLLY: CONSUMER TIME!
163. SOUND: CASH REGISTER.....CLOSE DRAWER.
164. ANNCR: CONSUMER TIME, written by Eleanor Miller and directed by \_\_\_\_\_, is presented by the U. S. Department of Agriculture, through the facilities of the National Broadcasting Company, and its affiliated independent stations. It comes to you from Washington, D. C. Everybody is talking about his right these days. Here, says the National Safety Council, is something for drivers to remember about the other fellow's right...the pedestrian's rights: A pedestrian who has started across the street with the green light has the right to continue to a point of safety before the driver starts up, even though the light has changed after the pedestrian stepped from the curb.
- This is the National Broadcasting Company.

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